



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Navajo Rt. 12, Ft. Defiance, AZ 86504

Window Rock Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Chuck Foster
Schedule : 07:00 AM to 05:00 PM
Grades : 7-8
Web Address : www.wrschool.net
Phone Number : (928) 729-6802
Fax Number : (928) 729-7572
E-mail : cfoster@wrschool.net

Mission

Our mission is to ensure relevant learning for our students to be successful in a multi-cultural society. Our emphasis is on high academic achievement while developing well-rounded individuals with an attitude of positive self-worth.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Based on the AIMS test increase the number of students who score at the meet or exceed level, specifically in areas of reading, writing, math, and science.
- ü Based on the AIMS test the number of students who score at the Approaches and Falls Far Below will raise their scores to Meets and Exceeds level using intervention strategies, specifically in reading, writing, math, and science.
- ü Use the Standard Base System to align the Arizona State Standards with curriculum, assessment, instruction, grading, and reporting for grades 7-8, to meet 9th grade expectations.
- ü To preserve the Navajo language using advance and remedial courses for students.

Enrollment

October 1, 2005 School Year Student Enrollment : 467
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 79

Instructional Programs

- Ü Navajo Language/Culture Classes
- Ü Special Education
- Ü Remedial and Enrichment Afterschool prgs
- Ü Intervention Strategies in Reading
- Ü Intervention Strategies in Math

Calendar Information

Number of Instruction Days :	150
Average Daily Instruction Time :	8 hours 55 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our responsibility is to provide a clean, safe environment in which students can grow academically, socially, and emotionally. We are responsible for informing parents about their child's progress, as well as the activities available at the school.

Parents

Parents are responsible for increasing their involvement in the social and academic learning of their child, as well as providing input to the school concerning educational decisions that are made.

Transportation Policy

The district provides safe, reliable transportation for our students. While riding the bus, students are expected to follow the rules as set forth by the transportation department and enforced by the bus driver.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Athletic League Awards	2005
Ü Gilcrease Museum Arts Awards	2005
Ü Navajo Cultural Choral and Singing Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	227	239	78546	99	99	97	516	515	543	21	21	15	29	29	18	48	47	52	2	2	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	110	38645	99	99	98	520	520	545	15	16	13	31	31	18	53	51	54	1	2	15
Male	121	129	39792	99	99	97	512	512	542	26	26	17	27	28	17	44	44	50	2	2	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	225	237	4689	99	99	95	515	515	515	21	22	28	29	30	25	48	47	43	2	2	4
White	NC	NC	36450	NC	NC	97	NC	NC	563	NC	NC	7	NC	NC	12	NC	NC	57	NC	NC	23
Students with Disabilities	28	29	8093	97	97	82	468	468	489	64	66	50	25	24	24	11	10	23	NA	NA	2
Students without Disabilities	199	210	70453	100	100	100	521	521	549	15	15	11	30	30	17	53	52	56	2	2	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	161	161	34694	99	99	96	513	513	524	23	23	23	29	29	23	47	47	48	1	1	7
Non-Economically Disadvantaged	66	78	43852	100	100	99	524	521	559	17	18	10	29	29	13	52	49	56	3	4	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	213	225	79045	93	93	98	492	492	512	9	10	10	39	39	25	51	50	58	1	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	105	38860	94	95	98	500	499	519	6	8	7	36	34	22	58	58	62	NA	NA	8
Male	112	120	40075	92	92	97	486	486	505	13	13	12	42	43	28	44	43	54	2	2	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	211	223	4719	93	93	96	492	492	489	9	10	15	39	39	39	50	49	45	1	1	2
White	NC	NC	36730	NC	NC	98	NC	NC	532	NC	NC	4	NC	NC	16	NC	NC	68	NC	NC	12
Students with Disabilities	14	15	8552	48	50	87	438	439	463	29	27	35	64	67	40	7	7	23	NA	NA	1
Students without Disabilities	199	210	70493	100	100	100	495	495	517	8	9	7	37	37	24	54	53	62	1	1	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	151	151	34922	93	93	96	487	487	493	11	11	15	42	42	34	46	46	48	1	1	3
Non-Economically Disadvantaged	62	74	44123	94	95	99	504	502	527	5	8	6	32	34	18	61	57	66	2	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	227	239	79657	99	99	99	544	543	566	6	6	3	11	11	8	83	83	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	109	39120	98	98	99	568	567	580	2	2	2	6	6	4	92	92	92	NA	NA	2
Male	122	130	40423	100	100	98	523	524	553	9	9	5	16	15	12	75	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	225	237	4760	99	99	97	543	543	547	6	6	5	12	11	14	83	83	81	NA	NA	0
White	NC	NC	36929	NC	NC	99	NC	NC	579	NC	NC	2	NC	NC	5	NC	NC	91	NC	NC	2
Students with Disabilities	28	29	9069	97	97	92	490	491	508	14	14	11	29	28	30	57	59	58	NA	NA	1
Students without Disabilities	199	210	70588	100	100	100	550	549	573	5	5	2	9	9	5	86	86	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	161	161	35341	99	99	97	538	538	551	7	7	5	13	13	12	80	80	83	NA	NA	0
Non-Economically Disadvantaged	66	78	44316	100	100	100	557	553	578	3	4	2	8	8	5	89	88	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	218	218	78400	96	96	97	528	528	554	29	29	21	28	28	19	41	41	47	1	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	105	105	38686	99	99	98	528	528	554	27	27	20	33	33	20	39	39	49	1	1	12
Male	113	113	39636	94	94	96	529	529	554	31	31	23	24	24	18	43	43	46	2	2	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	216	216	4536	96	96	95	528	528	528	29	29	35	28	28	25	41	41	37	1	1	4
White	NC	NC	37038	NC	NC	97	NC	NC	575	NC	NC	11	NC	NC	14	NC	NC	56	NC	NC	19
Students with Disabilities	28	28	7840	85	85	81	468	468	498	86	86	60	11	11	18	4	4	20	NA	NA	2
Students without Disabilities	190	190	70560	98	98	99	537	537	560	21	21	17	31	31	19	47	47	50	2	2	14
Limited English Proficient Students	55	55	8956	96	96	95	503	503	502	51	51	56	29	29	25	20	20	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	151	151	33014	95	95	95	524	524	534	34	34	31	26	26	24	39	39	40	1	1	5
Non-Economically Disadvantaged	67	67	45386	100	100	99	538	538	569	18	18	15	33	33	15	46	46	52	3	3	18

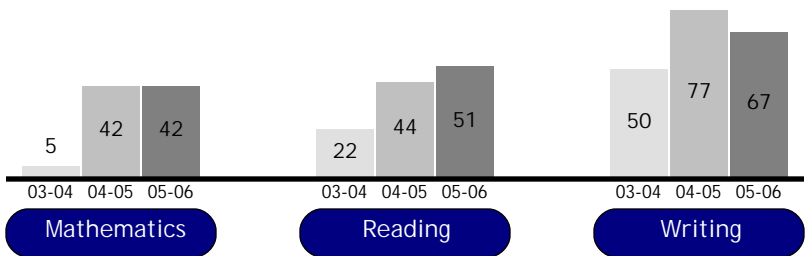
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	205	205	79179	91	91	98	503	503	519	7	7	11	41	41	27	51	51	58	0	0	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	101	101	38974	95	95	99	507	507	524	3	3	8	44	44	25	53	53	61	NA	NA	5
Male	104	104	40124	87	87	97	499	499	513	12	12	13	38	38	28	49	49	54	1	1	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	203	203	4573	91	91	96	502	502	494	7	7	16	41	41	41	51	51	42	0	0	1
White	NC	NC	37467	NC	NC	98	NC	NC	539	NC	NC	5	NC	NC	17	NC	NC	70	NC	NC	8
Students with Disabilities	15	15	8567	45	45	88	475	475	467	20	20	39	60	60	38	20	20	22	NA	NA	1
Students without Disabilities	190	190	70612	98	98	99	505	505	524	6	6	7	39	39	25	54	54	62	1	1	5
Limited English Proficient Students	49	49	9013	86	86	95	473	473	461	16	16	40	67	67	48	16	16	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	139	139	33345	87	87	96	499	499	499	9	9	17	42	42	36	48	48	46	1	1	1
Non-Economically Disadvantaged	66	66	45834	99	99	99	511	511	533	5	5	7	38	38	19	58	58	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	223	79734	99	99	99	537	537	554	4	4	3	28	28	19	67	67	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	106	106	39243	100	100	99	559	559	568	2	2	2	17	17	12	81	81	85	NA	NA	1
Male	117	117	40413	98	98	98	517	517	541	7	7	4	38	38	26	55	55	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	221	221	4613	99	99	97	537	537	535	5	5	4	29	29	29	67	67	67	NA	NA	0
White	NC	NC	37668	NC	NC	99	NC	NC	569	NC	NC	1	NC	NC	13	NC	NC	85	NC	NC	1
Students with Disabilities	32	32	8943	97	97	92	451	451	495	22	22	11	63	63	51	16	16	38	NA	NA	1
Students without Disabilities	191	191	70791	99	99	100	551	551	561	2	2	2	23	23	15	76	76	83	NA	NA	0
Limited English Proficient Students	56	56	9138	98	98	97	500	500	492	5	5	13	55	55	46	39	39	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	155	155	33718	97	97	97	529	529	538	6	6	5	30	30	26	63	63	69	NA	NA	0
Non-Economically Disadvantaged	68	68	46016	100	100	100	555	555	567	NA	NA	2	24	24	14	76	76	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	30	NA	54	98	35	35	50	88	39	39	54
	Language	97	37	37	58	98	36	36	52	98	41	41	58
	Mathematics	99	45	45	62	98	33	33	50	98	35	35	54
8	Reading	91	34	NA	55	97	43	43	51	86	52	52	58
	Language	94	34	34	52	97	42	42	50	99	44	44	56
	Mathematics	95	45	45	61	98	42	42	53	99	39	39	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 3 Non-certified Employee(s)
- 4 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü Instructional Programs/Strategies
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Budget
- ü School Improvement
- ü Middle School Concept

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	38.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	3	0	0
10 or more years	17	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Library
- ü Darkroom
- ü Bandroom

Extracurricular Activities

- ü Student Council
- ü Art Club
- ü Yearbook Club
- ü Athletics

Social Services

- ü Crisis Intervention
- ü Breakfast Program
- ü Summer Lunch Program
- ü Safe School Program
- ü Parent Training Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü THTMS began the implementation of Positive School-wide Behavior through the Arizona Behavioral Initiative to ensure a safe learning environment for our students.
- ü Staff members had opportunity to attend staff development sessions in standards based education to help in our pursuit of improving reading skills. Continued professional will continue in 2004-2005 in Standard Base System.
- ü THTMS began the development of the interdisciplinary and family unit concept.
- ü THTMS met the exceeded as a Performing Plus School.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school district has employed a Safe Schools Director who works closely with our school. Security guards are available if needed. Mid School staff are vigilant in monitoring students from the time they arrive until they leave. The THTMS is participating in the Arizona Behavioral Initiative in implementing Positive School-wide Behavior Systems that is research-based and involves stakeholders.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Chuck Foster	(928) 729-6802
Transportation Policy	Chester Mego	(928) 729-6743
Community Resources	Stewart Calnimpewa	(928) 729-6733
School Nutrition Programs	Gloria Perkins	(928) 729-7022
Parent Organization	Denise Williams	(928) 729-6820
Student Health/Nurse	Karen Little Elk	(928) 729-7010

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.